TENNESSEE
ALTERNATIVE PERFORMANCE BASED ASSESSMENT (APBA)

STUDENT*_____DOB_____

COURSE_____

TEACHER_____

End of Course score_____ Date End of Course Administered_____

Percent/Adjusted Score Based On Alternative Performance Based Assessment _____

I certify that the above named student ☐ has ☐ has not demonstrated through state allowable evidence the essential knowledge and skills for the above named course.

_____

Teacher signature Date

**Note – Only students with disabilities on an active IEP are eligible for participation in the APBA*

Geometry Rubric

Strand	Course Level Expectations	Method of Assessment *See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above Rating from 0 to 2
Mathematical Processes	1. Use definitions, postulates, and theorems in basic proofs (parallel, perpendicular lines, angles, congruence, similarity).		0 1 2
	2. Use technology and manipulatives to demonstrate understanding of relationships in two- and three-dimensions.		0 1 2
Number and Operations	3. Identify vectors in various representations and perform operations on vectors algebraically and graphically.		0 1 2
Algebra	4. Use coordinate geometry to solve problems and prove facts about polygons: slope, distance, midpoint, linear equations.		0 1 2
	5. Connect equations of circles and their graphs.		0 1 2
	6. Describe the effect of a single transformation on two-dimensional geometric shapes in the plane.		0 1 2
Geometry and Measurement	7. Apply geometric properties of and relationships between angles, segments, lines, and polygons.		0 1 2
	8. Apply theorems to determine lengths, areas, or volumes of two- and three-dimensional shapes.		0 1 2
	9. Use basic theorems about congruent figures.		0 1 2
	10. Apply basic theorems about similar polygons using proportional reasoning and scale factor.		0 1 2
	11. Use right triangle trigonometry to solve problems using sine, cosine, and tangent ratios.		0 1 2
	12. Apply properties of circles and relationships among the segments, angles, sectors, and arcs associated with circles to solve problems.		0 1 2

Geometry Rubric

Strand	Course Level Expectations	Method of Assessment *See Key	0 = No Evidence 1 = limited Evidence 2 = Proficient or Above Rating from 0 to 2
Data Analysis, Statistics, and Probability	13. Translate among representations of data (bar graph, pie chart, tables).		0 1 2
	14. Use area to solve problems involving geometric probability (spinners, dartboards, shaded regions.)		0 1 2

***Method of Assessment Key**

1. Use of routine classroom tests and/or assignments
2. Projects
3. Oral response
4. Written response
5. Use of technology
6. Other

TOTAL POINTS _____

Percentage = Total Points / 28 _____ %

Statement of Assurance (REQUIRED): As the teacher of record, I attest that I have reviewed and evaluated the evidence that supports each rating and the percent score.

_____ Signature

_____ Date